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AUTHOR	Cold, Ron
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ABSTRACT

The Quinmester world studies course for grades 7 through 9 investigates concepts of prehistory, culture, and civilization, offering an in depth understanding of the reasons why and how civilizations rise and fall. Emphasis is on comparing past and present civilizations. One major purpose of the course is for students to comprehend that civilizations evolve from one stage to another. By tracing early civilizations and comparing them to modern civilizations students will better see the pattern of development, giving them a better perspective of society and helping them to foresee a better future society. An interdisciplinary approach offers a broader scope to the course. Three units are: 1) The Lessons of Prehistory; 2) Dawn's Early Light gives specific treatment to the river valley civilizations in Mesopotamia, Egypt, India, and China; and the new world civilizations in Central and South America; and, 3) Retrospection and Introspection: Dawn and the Coming Day examines internal and external pressures of civilizations affecting their growth and decline. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

SOCIAL STUDIES

AWN: THE BIRTH OF SELECTED CIVILIZATIONS

6478.01
6414.01
6470.27

DIVISION OF INSTRUCTION • 1971

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DAWN: THE BIRTH OF SELECTED CIVILIZATIONS

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by

Ron Cold

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

"The past is but the beginning
of a beginning, and all that
is and has been is but the
twilight of the dawn."

- H.G. Wells

COURSE DESCRIPTION: STARTING WITH THE QUESTION, "HOW DID IT ALL BEGIN?" STUDENTS INVESTIGATE THE CONCEPTS OF PREHISTORY, CULTURE AND CIVILIZATION. AMONG THE FOCAL QUESTIONS OF THE COURSE ARE: WHAT STEPS IN MAN'S EVOLUTIONARY DEVELOPMENT LED TO CIVILIZATION? WHAT COMPARISONS CAN WE MAKE BETWEEN CIVILIZATIONS, PAST AND PRESENT? GIVEN SPECIFIC TREATMENT ARE THE RIVER VALLEY CIVILIZATIONS IN MESOPOTAMIA, EGYPT, INDIA AND CHINA; AND THE NEW WORLD CIVILIZATIONS IN CENTRAL AND SOUTH AMERICA.

CLUSTER: World Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective

COURSE RATIONALE: It has been said that "he who does not know the past cannot hope to understand the present." By the same token, one who has not learned the lessons of history cannot hope to prepare for the future. In part, the purpose of Dawn is to help students understand how human society evolves from one stage to another. By analyzing early civilizations and comparing them with our own, the learner will gain a keener perspective of his time and place in the human adventure and, will be better prepared for his role in advancing the civilization of which he is a part.

COURSE GOALS:

1. THE LEARNER WILL DISTINGUISH BETWEEN THE TERMS PREHISTORY AND HISTORY AND WILL EXPLAIN THE SIGNIFICANCE OF MILESTONES IN MAN'S EVOLUTIONARY PROGRESS FROM EACH CATEGORY.

2. THE LEARNER WILL EXPLAIN THE DIFFERENCE BETWEEN CULTURE AND CIVILIZATION.

3. GIVEN WORLD AND REGIONAL MAPS, THE LEARNER WILL LOCATE THE SITES OF SELECTED EARLY CIVILIZATIONS.

4. THE LEARNER WILL COMPARE EARLY CIVILIZATIONS WITH EACH OTHER AND WITH CONTEMPORARY CIVILIZATIONS IN REGARD TO MAJOR THEMES AND ELEMENTS.

5. THE LEARNER WILL INFER FROM DATA THAT CULTURAL CHANGE HAS BEEN MUCH MORE RAPID IN "MODERN" TIMES THAN IN THE DAYS OF THE EARLY CIVILIZATIONS.

6. THE LEARNER WILL DISCUSS CRITICALLY THE REASONS FOR THE DEMISE OF SELECTED CIVILIZATIONS.

7. AFTER ANALYZING THE RISE AND FALL OF SELECTED EARLY CIVILIZATIONS, THE LEARNER WILL, AGAINST THE MATRIX OF CURRENT ENVIRONMENTAL AND GEOPOLITICAL PROBLEMS, PREDICT THE FUTURE OF SELECTED CONTEMPORARY CIVILIZATIONS.

COURSE CONTENT OUTLINE:

I. The Lessons of Prehistory

A. How Do We Learn About The Distant Past?

1. The Evidence of Man

a. Fossil Remains
b. Artifacts and Art

2. Archeologist, Anthropologists and Their Tools

B. Milestones Through the Night

1. Man the Firebuilder
2. Man the Toolmaker
3. Man the Farmer: The Agricultural Revolution

C. Crossing the Threshold: The Prerequisites for Civilization

1. Surplus of Food
2. Division of Labor
3. Urbanization

II. Dawn's Early Light: Dawn Breaks...

A. ...At Sumer...
B. ...In Egypt...
C. ...In the Indus Valley...
D. ...In China...
E. ...In the New World...

1. Olmec
2. Maya
3. Toltec
4. Aztec
5. Inca

- geographic setting
- historical background
- economy
- government
- religion
- community organization
- education
- class structure
- art, architecture and technology
- influence on and relation to other cultures
- demise

COURSE CONTENT OUTLINE (cont)

III. Retrospection and Introspection: Dawn and the Coming Day

A. Why Do Civilizations Rise and Fall?

1. Internal Pressures
2. External Pressures

B. By What Means is Civilization Spread?

1. Trade and Travel
2. Warfare

C. In What Ways Have Early Civilizations Influenced Contemporary Civilizations?

D. How Did Civilization Give Man More Time To Thing?

E. Was the Concept of the Melting Pot New With the United States?

F. How Will Civilization Change in the Future?

1. Technological Factors
2. International Factors
3. Environmental Factors

GOAL: THE LEARNER WILL DISTINGUISH BETWEEN THE TERMS PREHISTORY AND HISTORY, AND WILL EXPLAIN THE SIGNIFICANCE OF MILESTONES IN MAN'S EVOLUTIONARY PROGRESS FROM EACH CATEGORY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HISTORY AND PREHISTORY	A. The learner will distinguish between the terms "prehistory" and "history.	1. Introduce the course by asking students to distinguish between the terms "history" and "prehistory." If dictionary definitions of history (such as "the branch of knowledge dealing with past events") are offered, sharpen the definition so as to include only that part of man's story covered by written narrative; prehistory being the time before written history began. 2. Assign a small group of students to research recent findings as to how long man has been on earth. The Reader's Guide to Periodical Literature would be a helpful resource for this activity, since constantly changing estimates for the date of "earliest man" make most textbook information on this subject obsolete. 3. Use the"generation gap" as a springboard for developing an understanding of the comparison of prehistory and history. Agree on the length of time for a generation (usually 20 or 30 years). Ask students to compute how many generations have elapsed since important events in history occurred (American Revolution, The Crusades, Beginning of the Christian Era). Since the beginning of recorded history, there have been 250 twenty-year generations; there were 24,750 generations of men before written history began (assuming that mankind is half a million years old - evidence gathered in Activity #2 might increase that period to over a million years). --- Adapted from Prehistoric Men, by Robert Braidwood 4. Another device for conceptualizing history and prehistory (also from Braidwood) compares man's time on earth to one 24 hour day. The Present time is midnight; recorded history began fifteen minutes ago, everything before 11:45 p.m. was prehistory.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. In regard to our knowledge of prehistory and early civilization, the learner will specify assumptions as to the nature of that knowledge (how do we know the "what" and "when" of where).	1. View the film Archaeologists at Work (BPI #1-11036 14:00 Color) 2. Invite a local university professor of archeology or anthropology to visit the class and discuss his work. 3. Assign readings in Fossil Man, Prehistoric Men, Early Man, Cradle of Civilization and Archeologists and What They Do (see bibliography). After the readings, ask: How are the skills of the following specialists utilized on a modern archeological expedition? 1. Architect 2. Surveyor 3. Photographer 4. Botanist 5. Zoologist 6. Epigrapher 4. Arrange field trips to: a. The Tequesta Indian Mounds b. The Museum of Science c. The Museum of South Florida to observe artifacts and fossil remains of early Indian cultures in Florida. 5. Have students prepare reports on selected prehistoric men and near men. a. Homo Habilis b. Zinjanthropus c. Australopithecus d. Pithecanthropus e. Sinanthropus f. Neanderthal g. Cro-Magnon h. Piltdown Encourage students to include pertinent physical data on the various types for comparisons with modern man. 6. Essay topic: Why I would (would not) like to be an archeologist (anthropologist). 7. Define terms: archeologist anthropologist fossil artifact radio carbon dating potassium argon dating paleontology geochronology homo sapiens

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. View the film Evolution of Man (AIBS Part 10 No.11 McGraw-Hill BPI #1-30389 28:00 Color).
		9. View the videotape Culture Areas of the World from the World Cultural Geography Series (see Materials Section).
		10. View the videot pe Lost Cultures from the South Florida Marine Science Series, Unit XIII (see Materials Section). In this tape, archeologist Dr. J. Manson Valentine is questioned by junior high students about archeological activities in Florida, Mexico and the Bahamas.
	C. The learner will explain the significance of milestones in man's evolutionary development.	1. Begin the development of a timeline on a large bulletin board or a classroom wall. Have students mark important periods and events in prehistory. Subsequent events may be added as the course progresses.
		2. Develop a discussion around the following questions: a. When did men become men? That is, what physical characteristics and behavior patterns distinguished early men from other primates? b. Did man descend from apes? What is meant by the term missing link? c. Who did the harnessing of fire change man's existence? d. How did the use of tools change man's existence? Do any animals use tools?
		Suggested Readings: Prehistoric Men, pp. 22-26 Fossil Men, pp. 4-10 "My Life Among Wild Chimpanzees," Jane Goodall, National Geographic, August 1963, pp. 272-308.

GOAL: THE LEARNER WILL EXPLAIN THE DIFFERENCE BETWEEN CULTURE AND CIVILIZATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ULTURE AND CIVILIZATION	A. The learner will explain the difference between culture and civilization.	1. Ask students to define "culture." From the many definitions that should be forthcoming, refine a working definition for further study. 2. Ask students to consider the term "civilization." Stimulate inquiry by asking: a. What do we mean when we say a person (or a people) is civilized? Uncivilized? b. Are there any places on earth today where people are "uncivilized?" 3. Use selected readings* to form a further basis for discussion on the distinction between culture and civilization. *a. Articles on"culture" and "civilization," <u>The World Book Encyclopedia</u> b. <u>Prehistoric Men</u>, pp. 144-147 ("The Conquest of Civiliztion") 4. Following the readings, ask: a. Which is the broader phenomenon or process - culture or civilization? Can man have culture with out civilization? Can he have civilization with out culture? b. What is meant by the term "simple culture?" c. What is a "complex culture?" d. What is meant by the term "western civilization?" e. Is culture learned or inherited? (Appropriate for this discussion would be the stories of the alleged Wild Boy of Avignon and Wild Girl of Chalons-sur-Marne.) f. Do animals have culture? 5. Assign several students to report on primitive cultures that exist in various parts of the world today. <u>Natural History</u> magazine and <u>National Geographic</u> will be useful references.

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FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Introduce the concept cultural diffusion by reading to the class Ralph Linton's "100% American,"* from The Study of Man (see teacher bibliography). After the reading, ask: a. Can you think of additional items we have borrowed from other cultures? b. What are some of the things America has contributed to other cultures? 7. Direct students to draw realistic pictures of horses and buffalo. Then display illustrations of the same subject matter as portrayed in the cave art of upper Paleolithic artists. Ask: Did these artists have culture? Were they civilized? A number of good illustrations appear in Early Man (Life Nature Library) 8. Invite a student who is interested in art to do additional research on prehistoric (and contemporary primitive) art. The student might be asked to find out: a. What was the predominant subject matter of cave painting? Of sculpture? b. Why were these works of art created? c. What further steps in communication might have evolved from cave art? 9. Define terms: custom, culture trait, invention tradition, acculturation, ritual mores, diffusion, conformity cultural lag, sociology, culture shock institution
	B. Given selected major theories, the learner will synthesize his own list of prerequisites for the existence of civilization.	1. Ask students to imagine themselves in the place of primitive men in the upper Paleolithic era. Conditions of their existence would include a nomadic way of life with dependence on roving animals, nuts and berries, and an absence of technology, except for simple tools. Then ask, what steps would be necessary to establish a civilized way of life?

* A dramatization of this selection is included in the lesson "What is Culture?" from the World Cultural Geography series (see Materials Section).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Discuss: Could the Miami area have provided the physical setting for the rise of civilization? Why or why not? 3. Arrange a classroom activity that illustrates the improved efficiency achieved by utilizing a division of labor. Examples: a. Have students fashion from clay or some other substance a simple model (a car, a man) with several standardized parts. Organize groups so that some students construct the models individually while others work in teams, each member being responsible for making a different component. Time the groups to see which method is faster. b. From the teachers' guide "Ancient Civilization," <u>The Human Adventure</u>, Greater Cleveland Social Science Program: "Have each of three students fold five sheets of paper, put them in envelopes, and seal the envelopes. Time the operation. Next, give each of the three students a special job: One can fold fifteen sheets of paper, one can stuff, and one can seal. Add up the total working time of the second operation - and compare the results." 4. Assign each student to describe an activity in his community that involves a division of labor. 5. Ask students to speculate what life would be like if each person in our society were responsible for the direct production of his own food and clothing. 6. Ask the students to again define the term "uncivilized." Note any changes in their interpretation of this term.

GOAL: GIVEN WORLD AND REGIONAL MAPS, THE LEARNER WILL LOCATE THE SITES OF SELECTED EARLY CIVILIZATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LOCATION OF EARLY CIVILIZATIONS	Given world and regional maps, the learner will locate the sites of selected early civilizations.	1. Use World map transparencies with overlays to indicate: a. The location where man is thought to have originated b. Sites of selected prehistoric cultures c. Sites of the early civilizations 2. Use regional map transparencies with overlay to indicate: a. Important topographic features in the areas where the early civilizations developed b. What present-day nations exist in the areas of the early civilizations

GOAL: THE LEARNER WILL COMPARE EARLY CIVILIZATIONS WITH EACH OTHER AND WITH CONTEMPORARY CIVILIZATIONS IN REGARD TO MAJOR THEMES AND ELEMENTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CIVILIZATIONS: MAJOR THEMES AND COMPARISONS	The learner will compare early civilizations with each other and with contemporary civilizations in regard to major themes and elements. NOTE: From the outset, students should be encouraged to be aware of underlying themes in preparing reports and other presentations. Discourage the preparation of "encyclopedia copied" reports by requiring "thought" motivated performance activities: Comparisons with present day civilizations; drawing of inferences; generalizing from data; formulating hypotheses; etc.	1. One way to organize the study of selected early civilizations: Divide the class into groups, each group being responsible for one of the civilizations to be studied. Group leaders may direct members to specialize in the study of one or more of the main themes (art, religion, economy, government, etc.). At the teacher's discretion, the main themes of the different civilizations could be presented simultaneously for direct comparison, or the more traditional linear approach could be utilized, with the civilizations being treated in chronological order. The teacher may wish to interact with the groups and coordinate the presentation of reports, skits, and other activities. Sections of the classroom might be organized to represent areas on the globe. Groups might begin activities by constructing large maps of their selected areas. These could be mounted in their section of the "world"(classroom). 2. Have students develop tables or charts for continuing study that would include the names of the early civilizations on one axis, the major themes on the other. 3. Prepare relief maps of the early civilizations made of clay, plaster of Paris, or papier-mache'. These might be used for a number of subsequent activities: a. If protective materials (large pans, plastic lining, foil) are used, the important rivers could carry water, and students could make canals and irrigation ditches. b. Illustrate the difference between the upper Nile and the lower Nile. c. Name flags or costumed figures could be placed on the maps to represent the different peoples who inhabited the various areas at different times in early history. This would help illustrate how Mesopotamia was a crossroads, whereas Egypt, China and the American civilizations developed in virtual isolation. d. Representations of important crops grown in the different areas could be placed on the maps.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Read the account of Sumerian school life (Cradle of Civilization, pp. 123-125). Elicit comparisons between American school life and the Sumerian school of 5,000 years ago. 5. Read selections of poetry from the various civilizations (such as the Sumerian Love of the Ritual Bride of King Shu - Sin, Cradle of Civilization, p. 127). 6. Report topics: a. Henry Rawlinson and his work in deciphering cuneiform from the Behistun rock b. The Rosetta stone and the deciphering of hieroglyphics c. The religions of the early civilizations Reports might include: - functions of gods, heavenly and earthly - importance of afterlife - sacrifice - role of ancestors d. The way of life of present day descendants of peoples of the early civilizations (Interesting comparisons here - in some cases life has changed little, in other it has changed for the worse) 7. Reproduce on transparencies samples of scripts used by inhabitants of the early civilizations. Discuss the reasons for the development of writing in each civilization. Ask students to speculate why writing was not developed in some of the early American civilizations. (Students can get "hands on" experience for this activity with a reproduction of a Sumerian cuneiform tablet that is contained in the teaching unit "The Emergence of Complex Societies," from Patterns in Human History developed by the Anthropology Curriculum Study Project, published by Macmillan.) 8. Students might construct models of the Sumerian ziggurats, Egyptian pyramids, Indus Valley citadels, Chinese palaces, Toltec temples and Mayan pyramids. Oral reports could be given as the models are compared to explain differences in design, building materials, and function.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. With the help of the art department, stage an exhibit featuring student art inspired by the various styles of the early civilizations. 10. Fashion models of important inventions developed in the various civilizations. Have their "creators" explain the impact of the inventions on the civilizations in which they were produce , and on subsequent cultures. 11. Stage dramatizations which reflect the differences that existed among the social classes in the various civilizations. 12. Have students enact an "Annual Report to the King (Pharoah, Inca, etc.)," in which: The Defense Minister reports on military preparedness; the Public Works Minister describes the status of irrigation and engineering projects; and the Minister of Agriculture explains what kinds of crops and livestock are being raised. 13. Debate the proposition that the Yello River (Shang) civilization in China was an outgrowth of Mesopotamian civilization. 14. Discussion or essay topic: Compare local high school football team "dynasties" to the dynasties of early civilizations. What are the characteristics of a winning football team? Of a governmental dynasty? 15. Have sports-minded students report on athletic activities in the early civilizations. 16. Discussion topic: Do you think it is likely archeologists will discover a civilization older than Sumer? Why or why not? 17. Compare the "discoveries" of the early civilizations. That is, how did modern man first find out about them? 18. Debate topic: Early American civilizations were directly influenced by visitors from Europe and Asia <u>before</u> the Age of Discovery.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		19. Have a student prepare a bulletin board of news articles about recent archaelogical and anthropological discoveries. Use these as discussion springboards.

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GOAL: THE LEARNER WILL INFER FROM DATA THAT CULTURAL CHANGE HAS BEEN MUCH MORE RAPID IN "MODERN" TIMES THAN IN THE DAYS OF THE EARLY CIVILIZATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CULTURAL CHANGE	The learner will infer from data that cultural change has been much more rapid in "modern" times than in the days of the early civilizations.	1. Have students prepare a timeline of American history, listing major events and inventions. Compare this to the master classroom chart or timeline constructed for prehistory and the early civilizations. Ask: Did Egyptian culture (or Sumerian or Chinese) change as much in 1,000 years as the United States has changed in 200? Have students defend their answers with evidence. 2. Read and discuss selections from Toffler's Future Shock. 3. To show that some things haven't changed too much, read to the class this inscription that was written on an Egyptian tomb 5,000 years ago: "We live in a decadent age. Young people no longer respect their parents. They are rude and impatient. They inhabit taverns and have no self-control."

GOAL: THE LEARNER WILL DISCUSS CRITICALLY THE REASONS FOR THE DEMIST OF SELECTED CIVILIZATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DEMISE OF CIVILIZATION	The learner will discuss critically the reasons for the demise of selected civilizations.	1. Organize a round table discussion. Have student specialists discuss the internal and external pressures that led to the downfall of the early civilizations they represent. Have other specialists report on major theories regarding the rise and fall of civilizations (Hegel, Marx, Spengler. Toynbee). 2. Dramatizations: Have students recreate-- a. The meeting between Montezuma and Cortes (An account of this meeting is described in Latin America, Peterson, p. 32) b. The confrontation between the Inca Atahualpa and Pizarro (also described in Latin America, pp. 33-34) 3. Assign a small group of students to research the effect of salt water intrusion on the decline of civilization in Mesopotamia. Ask other students to research the problem of salt water intrusion in modern day Dade County. Ask: - What conditions are favorable for salt water intrusion? - What economic effects might result if salt water contaminated the agricultural areas of Dade County?

GOAL: AFTER ANALYZING THE RISE AND FALL OF SELECTED EARLY CIVILIZATIONS, THE LEARNER WILL, AGAINST THE MATRIX OF CURRENT ENVIRONMENTAL AND GEOPOLITICAL PROBLEMS, PREDICT THE FUTURE OF SELECTED CONTEMPORARY CIVILIZATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE FUTURE OF CIVILIZATION	The learner will predict the future of selected contemporary civilizations.	1. Perhaps as a continuation of the discussion outlined above (goal 6, activity 1), or as a separate assignment, students may be asked to predict the future of selected contemporary civilizations. These may be organized according to nation states, culture areas or Western, Eastern , or African civilization as a whole. 2. View films such as 1985, From the Face of the Earth, and Alone in the Midst of the Land, which share the theme of impending environmental devastation. Elicit student reaction to the films - can our environment be saved, or is civilization as we know it doomed? Can comparisons be drawn between our present day situation and civilizations we have studied? 3. Read selections from Erlich's Population Bomb and other "doomsday" philosophers. Ask: Are their views shared by most scientists and environmental specialists? Assign students to research authoritative opinions that counter the doomsday school. Given the conflicting views, continue discussions or stage debates.

MATERIALS:

NOTE: At the time of publication, no single, sutiable text for this course had been identified. It is suggested that a classroom library be established, containing as many books from category I as possible.

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS?

Braidwood, Robert. Prehistoric Men. Chicago: Chicago Natural History Museum, 1957.
Casson, Lional and the Editors of Time-Life. Ancient Egypt. New York: Time, Inc., 1965.
Day, Michael H. Fossil Man. New York: Grosset and Dunlap, 1970.
Educational Research Council. Ancient Civilization. Human Adventure Series. Boston: Allyn and Bacon, Inc., 1967. (elementary level)
Howell, F. Clark and the Editors of Life. Early Man. New York: Time, Inc., 1965.
Kramer, Samuel and the Editors of Time-Life Books. Cradle of Civilization. New York: Time, Inc., 1967.
Leonard, Joseph N. Ancient America. New York: Time, Inc., 1967.
McEvedy, Colin and McEvedy, Sarah. From the Beginning to Alexander the Great. New York: The MacMillan Co., 1970.
Schafer, Edward and the Editors of Time-Life Books. Ancient China. New York: Time, Inc., 1967.

II. ALTERNATE STUDENT AND CLASS MATERIAL:

A. BOOKS

Abramowitz, Jack. The Ancient World and the Middle Ages. Chicago: Follett Educational Corporation, 1966. (easy reading)
Braidwood, Robert. Archeologists and What They Do. New York: Franklin Watts, Inc., 1960.
Curtin, Philip. Latin America. Morristown, N.J.: Silver Burdett Co., 1970.
Kublin, Hyman, ed. India: Selected Readings. Boston: Houghton Miflin, 1968.
Lauber, Patricia. Who Discovered America? New York: Random House, 1970.
Life, Editors of. The Epic of Man. New York: Time, Inc., 1961.
Peterson, Harold F. Latin America. New York: The MacMillan Co., 1966.
Petrovich, Michael, and Curtin, Philip. India and Southeast Asia. Morristown, N.J.: Silver Burdett. (state adopted)
Vlahos, Olivia. New World Beginnings. New York: The Viking Press, 1970.

B. AUDIO-VISUAL

1. FILMS

Alone in the Midst of the Land*	
Archaeologists at Work	BPI # 1-11036
Evolution of Man	BPI # 1-30389
From the Face of the Earth*	
1985*	

* Newly purchased by A-V department; Available after January, 1972.

2. FILMSTRIPS

Ancient Times. Encyclopaedia Britannica. (5 color filmstrips, 5 LP records)
Daily Life in the Tigris-Euphrates Valley. Encyclopaedia Britannica. (2 color filmstrips, 2 LP records)
Exploring Ancient Civilizations. Encyclopaedia Britannica. (6 color filmstrips)
Peru Echoes the Inca and Pizarro. Encyclopaedia Britannica. (4 color filmstrips, 2 LP records)
The Rise of Civilization. Encyclopaedia Britannica. (6 color filmstrips)

3. VIDEOTAPES (Available through Dade County Department of Educational Media)

"Culture Areas of the World" WCG9 #4
"Lost Cultures," South Florida Marine Science Series, Unit XIII
"What is Culture?" WCG9 #1
(Note: The above videotapes will be assigned a number in the yet unpublished A-V catalog.)

4. TRANSPARENCIES

Civilizations of the Ancient World. AEVAC. (14 transparencies, 30 overlays)

5. AUDIO TAPES

Ancient Egypt: Pyramids. Wollensak. (19 minutes)
Ancient Egypt: Social Organization. Wollensak. (17 minutes)
Man Begins: Java, Pekin Men. Wollensak. (18 minutes)
Man Begins: Neanderthal, Cro-Magnon. Wollensak. (19 minutes)

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II. SUPPLEMENTAL PUPIL RESOURCES

Coon, Carleton S. "Civilization," World Book Encyclopedia. Chicago: Field Enterprises Educational Corporation, 1968. Vol. 4, pp. 494-497.
Coon, Carleton S. "Culture," World Book Encyclopedia. Chicago: Field Enterprises Educational Corporation, 1968. Vol. 4, pp. 942-947.
Goodall, Jane. "My Life Among Wild Chimpanzees" National Geographic, August 1963, pp. 272-308.
Moore, Ruth and the Editors of Life. Evolution. New York: Time, Inc., 1962.
Pinney, Roy. Underwater Archaeology: Treasures Beneath the Sea. New York: Hawthorn Books, Inc., 1970.
Robinson, Charles Alexander, Jr. The First Book of Ancient Mesopotamia and Persia. New York: Franklin Watts, Inc., 1962.
Stavrianos, Leftens, et. al. A Global History of Man. Boston: Allyn and Bacon, Inc., 1970.

IV. SUPPLEMENTAL TEACHER RESOURCES

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